

# ART TARGETS

for Elementary Students (AR 1000-1060)



Practice Develops Confidence

This space is for the artist's imagination

**CORE CURRICULUM**

**Learning Goals in the Fine Arts**

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To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.

## K-6 Visual Arts Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. If you find that your students are not performing at the indicated level then review as many of the skills and related understanding contained in the levels above as necessary to bring them to grade level ability.

	<b>Making Art and Expressing Meaning in Art</b>  <b>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</b>	<b>Appreciating and Decoding Meaning in Art</b>  <b>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</b>
<b>K</b>	Use the five senses as a subject and as a means of discovery in making art. Use scissors and glue/paste shapes to background.	Tell stories about artworks. Organize colors into primaries and color families.
<b>1</b>	Express emotions and mood by including facial expressions in art works. Express emotions and mood through color combinations in art works. Demonstrate size by placing large and small objects side by side in works of art.	Practice blocking-in, stick figures, gestures, and triangulation as attack skills in making art. Mix primaries colors to create secondary colors. Change the value of colors by mixing black and white into them. Sculpt with any medium.
<b>2</b>	Express warm and cool ideas and things through warm and cool colors. Use an event important to the students as a subject. Create landscapes that show depth by overlapping. Display some textures in landscapes.	Create art that has a use such as a vase, pencil holder, etc. Consider why artworks are grouped in a museum. Discuss why artists used warm and cool colors.
<b>3</b>	Create cast shadows that fall opposite the source of light. Sculpt an object so all of its sides create a good view. Create symbols to represent students or their interests Use size relationships to show depth.	Cover the surface of the paper from edge to edge to make a complete scene. Create art using complimentary colors. Discuss why and how artists used emphasis.
<b>4</b>	Practice observing and making art that includes more and more precise details as the school year progresses. Make foreground objects different one from another with contrasts of value, color, and/or texture. Create art based on unusual points of view. Shade with one light source in an artwork.	Repeat shapes, colors, and/or objects to lead the eye through a work of art. Emphasize an object by making it contrast with its surroundings. Discuss how the elements and principles help artists express their ideas. Discuss how mood is created in artworks.
<b>5</b>	Create scenes with distinct foregrounds, middle-grounds, and backgrounds. Add lines that travel along the surface of objects to show their direction and form. Employ the elements and principles of art to express an idea or an event important to the students. Create an abstract work of art. Imitate the surface textures of objects.	Compare parts of an object to the whole to improve their skill in displaying proportion in works of art. Balance works of art by evenly distributing elements on either side of its center. Identify and discuss realism and abstraction.
<b>6</b>	Express a variety of moods by controlling the overall value of a work of art. Create more realistic cast shadows and shading. Create an illusion of depth by applying the rules of linear perspective and aerial perspective. Prepare and organize steps and materials to create art.	Observe and learn how artists have used the horizon line as the eye-line. Learn the three properties of color and some basic color relationships. Discuss how social conditions; politics, available technologies and other contextual forces may have influenced important artworks.

## Elementary (K-6) Art Core Curriculum Overview

We are primarily visual learners depending on our eyes for the vast majority of our contact with our world. The Visual Arts teach students to go beyond passive reception of their world and to reach out through their eyes and actively harvest details from their world. Once a more sensitive perception of their world is in the student's mind, Visual Arts classes practice arranging, rearranging, combining, reviewing, viewing anew those perceptions. These skills of forging ideas and perceptions into fresh bridges between old ideas or creating new ideas and new meanings are valuable life skills inherent in the Visual Arts. The Visual Arts also teach a defense against modern mass media and its often invasive methods of delivery. Perhaps the most important life skill the Visual Arts teach is reconnect us to nature, each other, and to our dreams.

Visual Art lessons can last from 10 minutes for a quick practice to as long as an hour depending on the management of the materials involved in the creation of a work of art. The Core is presented in a portfolio format that includes targets that break the standards down into manageable and focused activities. The Visual Arts should be taught as a separate subject; however, its potential for integrating other subjects should not be ignored.

### Standard 1: Making Art and Expressing Meaning in Art.

The first standard is concerned with the creation of art works. This initially involves learning to manipulate art tools and materials. The student learns to organize the images they create with the elements and principles of art. The next phase of this standard would be to use this language of art to express something. An activity for this phase might be the student using watercolors to paint a scene of his/her backyard. In his/her backyard there is a special tree into which the student escapes to think and dream. This tree is painted with bright and powerful colors while the rest of the backyard is painted with pales greens. The student has created a focal point with the tree and given it special meaning. The student finds that by organizing materials with selected elements and principles he/she can trap thoughts, give a physical body to his/her dreams, experiment with ideas, or simply communicate something about his/her life that is important.

### Standard 2: Appreciating and Decoding Meaning in Art

The second standard is concerned with looking at art and learning to unlock its meaning or messages. Some of the greatest minds in history have been artists and locked in their works of art are not only their observations, assessments, and dreams but the context of the times in which they lived. Students learn to analyze works of art by their elements and principles, explore how contextual pressures, and use a variety of methods to evaluate works of art. These modes of inquiry are not limited to the works of master artists; they are used to unlock the meaning of their peers' works of art and to help explain their own as well. The student's ability to communicate improves as he/she works to translate difficult concepts from the language of art to written or spoken language. The student's sense of history is enriched as he/she learns the contextual details of the creation of works of art in the past. This standard makes art a powerful tool for integration as almost all subjects are touched while studying works of art from the past.



Student \_\_\_\_\_ Teacher \_\_\_\_\_

# Kindergarten Art Targets

**Focus:** Color Names, Color Families, the Five Senses, Stories in Important Artworks, Cutting with Scissors, Forming with Soft Sculpture Materials.



= Work in Progress



= Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating Art and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Draw, paint, form the basic shapes; the triangle, square, circle and their close relatives.</p> <p><input type="checkbox"/> Use the five senses as a subject and as a means of discovery in making art.</p> <p><input type="checkbox"/> Practice cutting with scissors.</p> <p><input type="checkbox"/> Draw and paint objects whose outlines look furry, spiky, smooth, puffy, etc.</p> <p><input type="checkbox"/> Form simple objects with clay, salt-dough, or other soft sculpting material.</p> <p><input type="checkbox"/> Create an artwork that tells a simple story.</p>	<p><input type="checkbox"/> Make up a story about what may be happening in some important works of art.</p> <p><input type="checkbox"/> Use each of the five senses to describe how an artwork makes the students feel.</p> <p><input type="checkbox"/> Identify basic colors, shapes, and color families.</p>

## Student, Parent, and Teacher Art Resources for Kindergarten

*The Visual Arts discipline students to take greater meaning and a refined sense of beauty from the world that surrounds them. The Visual Arts give them practice in decoding the worlds of the past as well as a deeper understanding of and ability to cope with our visual culture with its nonstop parade of images and enticements. The Visual Arts give students time to interpret their own lives and to create objects that carry meaning important to them individually as well as to their generation. It gives them a means to analyze and plan.*

### Suggested Masterworks and Artists for Kindergarten

Mm. Louison by Rouault

Snow Queen by Lee Bennion

Boy with a Bun by James T. Harwood

Chelsea VI by Donald Olsen

Snap the Whip by Winslow Homer

Portrait of a Man by Paul Klee

The Scout by Frederic Remington

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

Visit Fine Arts Web Pages  
<http://www.usoe.k12.ut.us/curr/FineArt>



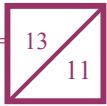


Kindergarten












Teacher Edition

Classroom Teacher \_\_\_\_\_

Year \_\_\_\_\_

<u>Key: Students</u>	<u>Teachers</u>	<u>Students' Final Results</u>
 = Work in Progress  = Competency Achieved	Mtns =  = Stars	 Mountains  Stars

<b>Making Art and Expressing Meaning in Art</b> Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.	<b>Appreciating and Decoding Meaning in Art</b> Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.
<div> Draw, paint, form the basic shapes; the triangle, square, circle and their close relatives.</div> <div> Use the five senses as a subject and as a means of discovery in making art.</div> <div> Practice cutting with scissors.</div> <div> Draw and paint objects whose outlines look furry, spiky, smooth, puffy, etc.</div> <div> Form simple objects with clay, salt-dough, or other soft sculpting material.</div> <div> Create an artwork that tells a simple story.</div>	<div> Make up a story about what may be happening in some important works of art.</div> <div> Use each of the five senses to describe how an artwork makes the students feel.</div> <div> Identify basic colors, shapes, and color families.</div>







# First Grade Art Targets

**Focus:** *Mixing Colors and Value, Starting Art Works, Expressing Emotions, Using Simple Proportions, Discovering the Functions of Arts*



= Work in Progress



= Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Blend primary colors to create secondary colors.</p> <p><input type="checkbox"/> Tint and shade colors by blending white or black with them which changes their value.</p> <p><input type="checkbox"/> Paint a picture with a feeling such as happy, sad, angry, or loving.</p> <p><input type="checkbox"/> Express a variety of emotions by drawing the features of the face and how they move with feelings as in a happy face, a sad face, an angry face, or a surprised face.</p> <p><input type="checkbox"/> Draw, paint, or sculpt large and small objects side by side to illustrate simple proportions.</p>	<p><input type="checkbox"/> Discuss how works of art make students feel.</p> <p><input type="checkbox"/> Discuss how people use art.</p> <p><input type="checkbox"/> Decorate the school or the class room with art projects and include cards that explain what the students were trying to achieve in the projects.</p> <p><input type="checkbox"/> Begin to recognize style by discussing what makes one artist's works look different from other artists' works and what makes different works by one artist look similar.</p>

## **Student, Parent, and Teacher Art Resources for First Grade**

*The Visual Arts discipline students to take greater meaning and a refined sense of beauty from the world that surrounds them. The Visual Arts give them practice in decoding the worlds of the past as well as a deeper understanding of and ability to cope with our visual culture with its nonstop parade of images and enticements. The Visual Arts give students time to interpret their own lives and to create objects that carry meaning important to them individually as well as to their generation. It gives them a means to analyze and plan.*

### **Suggested Masterworks and Artists for First Grade**

**Mrs. Casberd by Ganisborough**

**Mademoiselle Maire Madeline Guimard by Fragonard**

**Entertaining: Favorite Ladies by Jean Leighton-Lundberg Clarke**

**Handcart Pioneers First View of Salt Lake Valley by C. C. A. Christensen**

**New Bloom by Trevor Southey**

**Peaceable Kingdom by Edward Hicks**

**Breezing Up by Winslow Homer**

**Sinbad the Sailor by Paul Klee**

**Church Picnic by Faith Ringgold**

**Mural by Jackson Pollack**

**Banjo Lesson by Henry Tanner**

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

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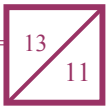


Classroom Teacher \_\_\_\_\_

Year \_\_\_\_\_

First Grade









Teacher Edition

<p><u>Key: Students</u></p> <p> = Work in Progress</p> <p> = Competency Achieved</p>	<p><u>Teachers</u></p> <p>Mtns =  = Stars</p>	<p><u>Students' Final Results</u></p> <p> Mountains</p> <p> Stars</p>
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### Making Art and Expressing Meaning in Art

Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.

-  Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.
-  Blend primary colors to create secondary colors.
-  Tint and shade colors by blending white or black with them which changes their value.
-  Paint a picture with a feeling such as happy, sad, angry, or loving.
-  Express a variety of emotions by drawing the features of the face and how they move with feelings as in a happy face, a sad face, an angry face, or a surprised face.
-  Draw, paint, or sculpt large and small objects side by side to illustrate simple proportions.

### Appreciating and Decoding Meaning in Art

Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.

-  Discuss how works of art make students feel.
-  Discuss how people use art.
-  Decorate the school or the class room with art projects and include cards that explain what the students were trying to achieve in the projects.
-  Begin to recognize style by discussing what makes one artist's works look different from other artists' works and what makes different works by one artist look similar.





## Second Grade Art Targets

***Focus:** Overlapping to Create Depth, Warm and Cool Colors, Textures and Patterns, Celebrating with Art, Art as Utility, Exhibiting Art, Meanings in Art.*



= Competency Achieved



= Work in Progress

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Draw, paint, or sculpt a landscape that shows depth or importance by overlapping.</p> <p><input type="checkbox"/> Create art that shows the textures and patterns of the objects portrayed</p> <p><input type="checkbox"/> Paint with warm and cool colors to express feelings or ideas that could be associated with warmth or coolness.</p> <p><input type="checkbox"/> Create a work of art that celebrates something personally important to individual students such as a birthday, favorite team, discovery, relative, character from a book, etc.</p>	<p><input type="checkbox"/> Discuss the meanings or stories of important works of art.</p> <p><input type="checkbox"/> Identify and discuss why artists may have used warm and cool colors in some important works of art.</p> <p><input type="checkbox"/> Collaborate with other students to make a piece of art that has a use in the classroom; e.g., pencil holder, calendar, soap dish.</p> <p><input type="checkbox"/> Visit a museum (gallery, museum on the net, etc.) and discuss why the museum puts artworks into groups or particular rooms.</p>

## **Student, Parent, and Teacher Art Resources for Second Grade**

*The Visual Arts discipline students to take greater meaning and a refined sense of beauty from the world that surrounds them. The Visual Arts give them practice in decoding the worlds of the past as well as a deeper understanding of and ability to cope with our visual culture with its nonstop parade of images and enticements. The Visual Arts give students time to interpret their own lives and to create objects that carry meaning important to them individually as well as to their generation. It gives them a means to analyze and plan.*

### **Suggested Masterworks and Artists for Second Grade**

**Dance Around the Maypole by Brueghel the Younger**

**Keeper of the Gate by Dennis Smith**

**Wash Day in Brigham City by Calvin Fletcher**

**Youthful Games by Gary E. Smith**

**Ranchos Church or Flower Works by Georgia O'Keefe**

**Peasant Dance by Pieter Brueghel the Elder**

**The I and the Village by Marc Chagall**

**The Blue Boy by Thomas Gainsborough**

**The Virgin Forest by Henri Rousseau**

**The Gleaners by Jean-Francois Millet**

**Parade by Jacob Lawrence**

**Black Earthenware Bowl (or other ceramic works) by Maria Martinez**

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

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Classroom Teacher \_\_\_\_\_










Year \_\_\_\_\_

Second Grade



Teacher Edition

<p><u>Key: Students</u></p> <p> = Work in Progress</p> <p> = Competency Achieved</p>	<p><u>Teachers</u></p> <p>Mtns =  = Stars</p>	<p><u>Students' Final Results</u></p> <p> Mountains</p> <p> Stars</p>
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<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p> Draw, paint, or sculpt a landscape that shows depth or importance by overlapping.</p> <p> Create art that shows the textures and patterns of the objects portrayed</p> <p> Paint with warm and cool colors to express feelings or ideas that could be associated with warmth or coolness.</p> <p> Create a work of art that celebrates something personally important to individual students such as a birthday, favorite team, discovery, relative, character from a book, etc.</p>	<p> Discuss the meanings or stories of important works of art.</p> <p> Identify and discuss why artists may have used warm and cool colors in some important works of art.</p> <p> Collaborate with other students to make a piece of art that has a use in the classroom; e.g., pencil holder, calendar, soap dish.</p> <p> Visit a museum (gallery, museum on the net, etc.) and discuss why the museum puts artworks into groups or particular rooms.</p>





Student \_\_\_\_\_ Teacher \_\_\_\_\_



## Third Grade Art Targets

**Focus:** Casting Shadows, Complementary Colors, Dominance, Celebrating with Art, Symbols, Composition, Crafts and Their Materials, Themes & Subjects.



= Work in Progress



=Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Cast shadows from objects in the opposite direction of the sun or their source of light.</p> <p><input type="checkbox"/> Draw or paint to the edges of the paper or to the boundaries of whatever support is being used so the entire surface is being used. Draw or paint a scene that uses the entire paper right to its edges.</p> <p><input type="checkbox"/> Paint with complementary colors.</p> <p><input type="checkbox"/> Emphasize an object or some element in a work of art so it becomes dominant.</p> <p><input type="checkbox"/> Sculpt or form an object whose front looks as good as the backside; or whose sides look as good as the front.</p> <p><input type="checkbox"/> Create symbols in artworks that express student, class, or community interests.</p>	<p><input type="checkbox"/> Identify the object or element that artists have emphasized or made dominant in important works of art.</p> <p><input type="checkbox"/> Group important artworks according to theme or subject.</p> <p><input type="checkbox"/> Discuss the difference between arts and crafts.</p> <p><input type="checkbox"/> Investigate connections between natural resources and materials commonly found in an area with the kinds of crafts made and the procedures used by people in that area.</p>

## **Student, Parent, and Teacher Art Resources for Third Grade**

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### **Suggested Masterworks and Artists for Third Grade**

**Crucifixion with Saints Francis of Assisi, Anthony of Padua, Mary Dadalene, Mary Cleophas and Mary Salome by Gualdo**

**Hide and Seek by Levitt**

**Factory Worker by Mahonri Young**

**Channel Three by Edith Roberson**

**Riders of the Range by Paul Salisbury**

**The Cradle and other works by Berthe Morisot**

**My Gems by William Harnett**

**Enamel Saucepan or other works by Pablo Picasso**

**Man in the Golden Helmet and other works by Rembrandt van Rijn**

**La Grande Jatte by Georges Seurat**

**Summertime by Romare Bearden**

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

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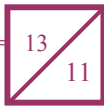


Third Grade














Teacher Edition

Classroom Teacher \_\_\_\_\_

Year \_\_\_\_\_

<p><u>Key: Students</u></p> <p> = Work in Progress</p> <p> = Competency Achieved</p>	<p><u>Teachers</u></p> <p>Mtns =  = Stars</p>	<p><u>Students' Final Results</u></p> <p> Mountains</p> <p> Stars</p>
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<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p> Cast shadows from objects in the opposite direction of the sun or their source of light.</p> <p> Draw or paint to the edges of the paper or to the boundaries of whatever support is being used so the entire surface is being used. Draw or paint a scene that uses the entire paper right to its edges.</p> <p> Paint with complementary colors.</p> <p> Emphasize an object or some element in a work of art so it becomes dominant.</p> <p> Sculpt or form an object whose front looks as good as the backside; or whose sides look as good as the front.</p> <p> Create symbols in artworks that express student, class, or community interests.</p>	<p> Identify the object or element that artists have emphasized or made dominant in important works of art.</p> <p> Group important artworks according to theme or subject.</p> <p> Discuss the difference between arts and crafts.</p> <p> Investigate connections between natural resources and materials commonly found in an area with the kinds of crafts made and the procedures used by people in that area.</p>



Student \_\_\_\_\_ Teacher \_\_\_\_\_



## Fourth Grade Art Targets

***Focus:** Drawing Details, Point of View, Repetition & Movement, Adding Interests, Moods & Value Keys, Inspiration, Value or Worth, Elements & Principles.*



= Work in Progress



= Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Portray objects and scenes in art from new and unusual points of view such as bird's eye view, worm's eye view, extreme close-up, or from below.</p> <p><input type="checkbox"/> Create interest in the foreground by giving objects there contrasting values, bold or pale colors, details, and/or textures.</p> <p><input type="checkbox"/> Repeat elements to create a sense of movement in artworks.</p> <p><input type="checkbox"/> Observe and draw the details of real objects such as the veins in a leaf, wrinkles in a cloth, ridges in bark, or using a single source of light for the shading on all objects.</p> <p><input type="checkbox"/> Arrange subjects in an artwork so some of them touch or extend out of its edges.</p>	<p><input type="checkbox"/> Describe the mood of an artwork in terms of its overall lightness and darkness; or in other words, its value key.</p> <p><input type="checkbox"/> Explore how and where artists may have found their inspiration in some important works of art.</p> <p><input type="checkbox"/> Interpret how art elements and principles such as balance, emphasis, or repetition help express ideas, moods, and symbols in important works of art</p> <p><input type="checkbox"/> Create a craft object using local materials or materials that appear in local crafts.</p> <p><input type="checkbox"/> Discuss why significant artworks are valuable; e.g., tell a story, are made of valuable materials, celebrate an important event, represent an important idea.</p> <p><input type="checkbox"/> Explore how the visual arts and the other arts (dance, music, theater) make life in Utah enjoyable.</p>

## **Student, Parent, and Teacher Art Resources for Fourth Grade**

*The Visual Arts discipline students to take greater meaning and a refined sense of beauty from the world that surrounds them. The Visual Arts give them practice in decoding the worlds of the past as well as a deeper understanding of and ability to cope with our visual culture with its nonstop parade of images and enticements. The Visual Arts give students time to interpret their own lives and to create objects that carry meaning important to them individually as well as to their generation. It gives them a means to analyze and plan.*

### **Suggested Masterworks and Artists for Fourth Grade**

**A Young Scholar in his Study** by School of Dou

**Game of Marbles** by Schussele

**Immigrant Train** by George M. Ottinger

**Rhinoceros** by James C. Christensen

**Capitol from North Salt Lake** by Louise R. Farnsworth

**Apples and Oranges or other works** by Paul Cezanne

**Dempsey and Fripo and other works** by George Bellows

**Mother and Child and other works** by Kathe Kollwitz

**Bedroom at Arles and other works** by Vincent Van Gogh

**The Letter and other works** by Jan Vermeer

**Blue Atmosphere** by Helen Frankenthaler

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

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## Fourth Grade



## Teacher Edition


Key: Students

= Work in Progress



=Competency Achieved

Teachers

Mtns =  =Stars

Students' Final Results

Mountains



Stars

### Making Art and Expressing Meaning in Art

Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.



Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.



Portray objects and scenes in art from new and unusual points of view such as bird's eye view, worm's eye view, extreme close-up, or from below.



Create interest in the foreground by giving objects there contrasting values, bold or pale colors, details, and/or textures.



Repeat elements to create a sense of movement in artworks.



Observe and draw the details of real objects such as the veins in a leaf, wrinkles in a cloth, ridges in bark, or using a single source of light for the shading on all objects.



Arrange subjects in an artwork so some of them touch or extend out of its edges.

### Appreciating and Decoding Meaning in Art

Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.



Describe the mood of an artwork in terms of its overall lightness and darkness; or in other words, its value key.



Explore how and where artists may have found their inspiration in some important works of art.



Interpret how art elements and principles such as balance, emphasis, or repetition help express ideas, moods, and symbols in important works of art



Create a craft object using local materials or materials that appear in local crafts.



Discuss why significant artworks are valuable; e.g., tell a story, are made of valuable materials, celebrate an important event, represent an important idea.



Explore how the visual arts and the other arts (dance, music, theater) make life in Utah enjoyable.





Student \_\_\_\_\_ Teacher \_\_\_\_\_



## Fifth Grade Art Targets

***Focus:** Proportion, Textures & Patterns, Planning an Artwork, Composition, Realism & Abstraction, Balance, Artists & Artworks in our Country's History.*



= Work in Progress



= Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<div data-bbox="142 848 224 926"><input type="checkbox"/></div> <p>Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <div data-bbox="142 1041 224 1119"><input type="checkbox"/></div> <p>Draw accurate proportions of objects by comparing the size of their parts to the whole.</p> <div data-bbox="142 1184 224 1262"><input type="checkbox"/></div> <p>Repeat dots, lines, shapes, tones, and colors to imitate common patterns and textures of objects.</p> <div data-bbox="142 1331 224 1409"><input type="checkbox"/></div> <p>Create an artwork based on a personal experience or an artwork that expresses pride in one's family or heritage.</p> <div data-bbox="142 1493 224 1570"><input type="checkbox"/></div> <p>Pre-plan an artwork by:</p> <ul style="list-style-type: none"> <li>• Choosing the materials that best express the student's idea</li> <li>• Making preparatory sketches to envision the finished product</li> <li>• Laying out the steps that lead to a successful finish.</li> </ul>	<div data-bbox="881 858 963 936"><input type="checkbox"/></div> <p>Discuss how grouping objects or elements into a triangular composition made some important artworks appear strong and stable.</p> <div data-bbox="881 1052 963 1129"><input type="checkbox"/></div> <p>Explore the differences between realism and abstraction.</p> <div data-bbox="881 1163 963 1241"><input type="checkbox"/></div> <p>Create balance in an artwork by evenly arranging elements on either side of the scene.</p> <div data-bbox="881 1295 963 1373"><input type="checkbox"/></div> <p>Explore possible meanings in abstract or non-representational artworks.</p> <div data-bbox="881 1407 963 1484"><input type="checkbox"/></div> <p>Determine the contributions that artists have made in our country's history.</p> <div data-bbox="881 1518 963 1596"><input type="checkbox"/></div> <p>Discover how some important works of art reveal the changing social conditions of our country throughout its history.</p>

## Student, Parent, and Teacher Art Resources for Fifth Grade

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### Suggested Masterworks and Artists for Fifth Grade

I Have Special Reservations by Catlett

The Ambush of Captain Allan McLane by Peale

Paul Revere, John Hancock, Massasoit, and Sacajawea by Cyrus E. Dallin

Sunrise North Rim by Mabel Frazer

Cockscomb, near Teasdel by V. Douglas Snow

Fur Traders Descending the Missouri by George Caleb Bingham

The Sacrament of the Last Supper by Salvador Dali

Dancing Class and other works by Edgar Degas

Young Hare, Self Portrait and other works by Alberecht Dorer

Harvest Scene by Paul Gauguin

The Great Wave by Katsushika Hokusai

*Any significant work of art with which the teacher is familiar and which appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.*

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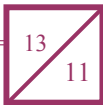


# Fifth Grade














## Teacher Edition

Classroom Teacher \_\_\_\_\_

Year \_\_\_\_\_

<u>Key: Students</u>	<u>Teachers</u>	<u>Students' Final Results</u>
 = Work in Progress  = Competency Achieved	Mtns =  = Stars	 Mountains  Stars

<b>Making Art and Expressing Meaning in Art</b> Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.	<b>Appreciating and Decoding Meaning in Art</b> Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.
<div>  Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.         </div> <div>  Draw accurate proportions of objects by comparing the size of their parts to the whole.         </div> <div>  Repeat dots, lines, shapes, tones, and colors to imitate common patterns and textures of objects.         </div> <div>  Create an artwork based on a personal experience or an artwork that expresses pride in one's family or heritage.         </div> <div>  Pre-plan an artwork by:           <ul style="list-style-type: none"> <li>• Choosing the materials that best express the student's idea</li> <li>• Making preparatory sketches to envision the finished product</li> <li>• Laying out the steps that lead to a successful finish.</li> </ul> </div>	<div>  Discuss how grouping objects or elements into a triangular composition made some important artworks appear strong and stable.         </div> <div>  Explore the differences between realism and abstraction.         </div> <div>  Create balance in an artwork by evenly arranging elements on either side of the scene.         </div> <div>  Explore possible meanings in abstract or non-representational artworks.         </div> <div>  Determine the contributions that artists have made in our country's history.         </div> <div>  Discover how some important works of art reveal the changing social conditions of our country throughout its history.         </div>







# Sixth Grade Art Targets

**Focus:** *One-Point Perspective, Aerial Perspective, Shadows, Subtractive Sculpture, Analyzing by the Elements & Principles, Mood, Contextual Influences on Art.*



= Work in Progress



= Competency Achieved

<p><b>Making Art and Expressing Meaning in Art</b></p> <p>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</p>	<p><b>Appreciating and Decoding Meaning in Art</b></p> <p>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</p>
<p><input type="checkbox"/> Learn how to begin a drawing, painting, or sculpture by practicing blocking-in, stick figures, gestures, triangulation.</p> <p><input type="checkbox"/> Create the illusion of depth using one-point linear perspective.</p> <p><input type="checkbox"/> Observe that an object's position relative to the artist's eye-level determines what parts of that object will be drawn.</p> <p><input type="checkbox"/> Render realistic shadows.</p> <p><input type="checkbox"/> Draw and paint objects in the distance as paler, grayer, and/or bluer than the objects in the foreground (aerial perspective).</p> <p><input type="checkbox"/> Sculpt an object using the subtractive method; e.g., scooping, carving, or cutting away from the block of material.</p> <p><input type="checkbox"/> Add lines to an object in a drawing to retrace its form or the direction of its surface to make it appear more three-dimensional.</p> <p><input type="checkbox"/> Sketch several ideas as possible solutions to a drawing problem as a means of finding the best way to express an idea.</p>	<p><input type="checkbox"/> Analyze some important works of art by their use of the elements and principles of art.</p> <p><input type="checkbox"/> Explore how artists have used value to intentionally create a mood.</p> <p><input type="checkbox"/> Explore ways in which social conditions, available technologies, and political regimes have influenced specific important works of art.</p> <p><input type="checkbox"/> Explore possible meanings in abstract or non-representational artworks.</p> <p><input type="checkbox"/> Determine the contributions that artists have made in our country's history.</p> <p><input type="checkbox"/> Discover how some important works of art reveal the changing social conditions of our country throughout its history.</p>

## **Student, Parent, and Teacher Art Resources for Sixth Grade**

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### **Suggested Masterworks and Artists for Sixth Grade**

**The Death of Saint Joseph by Solimena**

**Princess Eudocia Ivanovna Galitzine as Flora by Vagee Le Brun**

**Road to the River by Maynard Dixon**

**Moonrise in the Canyon, Moab, Utah by Sven Birger Sandzen**

**Richards' Camp, Holiday Park – Weber Canyon by James T. Harwood**

**Dancing at the Moulin de la Galette, Luncheon of the Boating Party by Auguste Renoir**

**View of Toledo by El Greco (Domenikos Theotocopoulos)**

**Interior, Flowers, and Parrots by Henri Matisse**

**The Bullfight by Francisco Goya**

**Christina's World by Andrew Wyeth**

**Capriccio: A Street Crossed by Arches (and other works) by Antonio Canaletto**



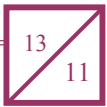


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## Sixth Grade



## Teacher Edition

<b><u>Key: Students</u></b>  = Work in Progress  = Competency Achieved	<b><u>Teachers</u></b> Mtns =  = Stars	<b><u>Students' Final Results</u></b>  Mountains  Stars
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